



## Thinking about \_\_\_\_\_ \_\_\_\_\_ Thinking

- Ask them to first write their own thinking about your question, comment, information; then turn to a partner and share what they wrote and listen to what the other person wrote.

*i.e.,*

“think of a time”

“give an example”

“give a non-example”

“in your own words”

“give a synonym”

“how does it connect to what else we’ve been learning”

“in the hall, 5 minute summary”

“teach it to...”

## \_\_\_\_\_ Reflection \_\_\_\_\_

Return to what they wrote and change, enhance, add or modify to improve what they wrote. Ask them to think about what changed their thinking.

“Brain Compatible? 4Check It Out!”	
— Stress = brain downshifts	— Content must have relevance for the learner
— M(memory) space = how much the learner works on at a time	— Brain pays conscious attention to only one thing at a time
— Enriched environment = increasing dendrite branching	— All learning enters through our senses/emotions